



Behaviour and Anti-Bullying Procedure

	Name	Date
Written By	Adam Lowing	June 2015
EHT Authorisation	Jo Brinkley	June 2015
Governor Approval v1.0	Clive Lees, Chair of SMCPA LGB	June 2015
Review	Adam Lowing	January 2017
Local Committee Approval	Local Committee	January 2017
Review	Liam Frost	May 2022
Local Committee Approval	Ian Raitt, Chair of SMCPA LC	April 2020
Review	Gordon Jamieson	July 2023

Aims

St Mary Cray Primary Academy:

- Promotes high standards of teaching, learning and behaviour
- Ensures all children achieve their full potential irrespective of race, gender or physical disability
- Provides a happy, nurturing and safe environment;
- Encourages children to display positive learning behaviours and take pride in their learning and achievement

We recognise that teaching and learning directly affect behaviour. We also recognise that managing behaviour is not just about responding to inappropriate behaviour but is about creating an environment that fosters positive behaviour. We recognise, too, that all behaviour is a form of communication and that negative behaviour may be the result of unmet need. It is important to look beyond the behaviour, to investigate its causes, and meet needs as far as possible. Whilst we believe in a supportive, nurturing approach and will reward excellent behaviour and success, we recognise the importance of firm boundaries and appropriate challenge to poor behaviour.

Expectations of Adults

It is expected that all adults in the school community will:

- Treat each other with respect at all times, providing a positive role model for the children
- Treat all children fairly and be consistent
- Teach and role model values and attitudes that promote responsible behaviour, self-discipline and respect for self, others and the world around us

SMCPA School Values -

At St Mary Cray Primary Academy our school values mirror those of the Spring Trust:

- Ambition
- Collaboration
- Fairness
- Respect

Praise

We recognise the positive impact that praise has on behaviour. Praise may be verbal or non- verbal. Frequent use of praise is an effective means of raising self-esteem and promoting a positive atmosphere. Staff should ensure that praise is genuine and specific.

Good Practice

Good practice includes:

- The development of warm, trusting, positive appropriate relationships
- Sharing positive expectations and ensuring that children have a clear understanding of what is expected;
- Establishing clear routines
- Preparing for changes in routine in advance, including pre-empting situations that might be difficult for some children
- Modelling appropriate interactions and teaching those skills that might seem obvious, eg asking for help
- Always assuming that a class-wide instruction will need to be repeated
- Limiting the amount of waiting time to a minimum wherever possible
- Using countdowns, timers and other signals to gain attention
- Use of "Give me 5 signal" as sign for children to be silent and stationary
- The use of "1, 2, 3" to guide children to move around the classroom

Good To Be Green

The school uses the Good to be Green Behaviour Management Scheme. The scheme is very visual, with child friendly resources which allow pupils to easily see how they are doing in class. Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' However, if a child repeatedly displays poor or inappropriate behaviour then a Yellow Card can be placed over the top of the Green card. This should only happen after the full range of positive behaviour management strategies has been used and a clear final warning given. The yellow card stage and subsequent consequence should give the child the opportunity to reflect, consider and review their behaviour. A yellow card should equate to 5 minutes off the next breaktime.

Whatever has happened beforehand every child has a fresh start at the beginning of the next session and thus moves back to a green card (with the yellow card having been logged by the class teacher on Arbor).

If a child on a yellow card continues to demonstrate poor behaviour despite support, encouragement and positive intervention from an adult, they will receive a final warning before being moved to a red card. This should be a rare occurrence. Sometimes, just the threat of moving a child onto a Red Card is enough to encourage them to behave appropriately. This will be logged on Arbor by the class teacher and a consequence will follow. This will be 30 minutes withdrawal to room one during lunchtime, a meeting with a member of SLT and the completion of a reflection sheet to consider the impact of the student's actions.

In some instances, where the behaviour is considered serious enough a child can move straight to a red card.

Incentives / Rewards

Good behaviour is recognised, rewarded and reinforced. Incentives and rewards include:

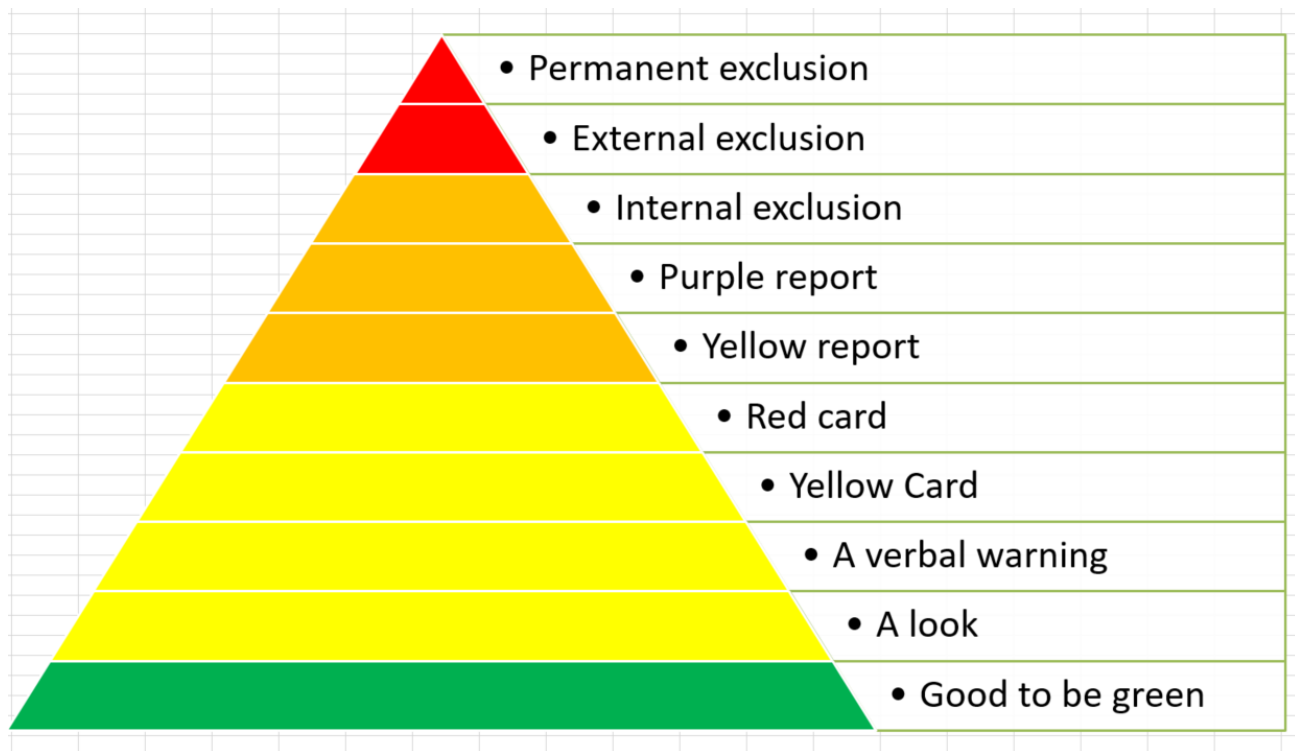
- Dojo points – Class Dojo is used to positively reinforce our Good to be Green behaviour system, there is no negative reinforcement of withdrawing dojo points for unacceptable behaviour.
- Children may receive Dojo points to reward actions demonstrating the school values, completion of homework, daily reading, oracy and punctuality
- Golden Time – Every Friday, children who have received 15 dojo points or more that week take part in an extra-curricular activity run by class teachers
- Staff may use additional stickers and certificates at their own discretion
- Children may be sent to show their work to the HT/DHT to recognise achievement and/or positive behaviour
- Children may be sent to the SENCo to receive a prize
- Each week two children from each class are Stars of the Week and receive a certificate in assembly celebrating this
- Excellence Awards: two children from each class are chosen each half-term and celebrated in a special assembly for excellence in learning or behaviour
- Attendance is celebrated weekly in announcing the top three classes weekly attendance. A trophy is passed on each week and a certificate displayed in class
- Children have the opportunity to share work in class, in whole school assemblies and to share individual and group performances in assembly
- Teachers make regular contact with parents to praise children on Dojo or in person at the end of the school day
- Teachers may use positive achievement reports to incentivise targeted behaviour

Keeping a Record

All behaviour incidents are logged on Arbor to allow SLT to monitor trends in behaviour for consideration of strategies, provision and support for the children that can be implemented immediately.

Behaviour Pyramid

The behaviour pyramid is used to ensure that we are consistent in our approach to managing behaviour. This should be displayed inside of the classroom cupboard door for reference.



Good to be Green

A Look	Low level behaviour that impedes learning: talking out of turn, disrupting the learning of others	Adult informs child of their look
A verbal warning	A continuation of low level behaviours	Adult informs child of their warning
Yellow card	A further continuation of low level behaviour Talking in assembly Talking a line led by an adult inside of the school	Adult changes card, record on Arbor. 10 mins missed from next break/lunch
Red card	Constant low level behaviour Defacing/damaging school property Swearing Disrespect to adults, eye rolling, teeth kissing, arguing Verbally or physically intimidating behaviour Leaving the classroom without permission Overly rough play in the playground	Adult changes card 30 mins room two at lunch time Teacher informs parent by dojo or at the end of the day
Yellow report	Bullying Racism Homophobia Fighting Refusal to follow adult instruction Repeated cards	Teacher meeting with parent Child not allowed on school trips Child has supervised lunchtime Child sees SLT at lunch and the end of the day with their report Teacher shares report progress daily with parent
Purple report	Failure of yellow report for two consecutive weeks	As above, meeting established between parent, Teacher with SLT attending

Internal suspension	Failure of purple report Child unable to work in class	Work provided by class teacher, child works away from their class under SLT supervision or placed in another class Meeting with parents and external agencies where appropriate
External suspension	Repeated failure to follow staff instructions Violent conduct toward children or adults Abusive conduct toward children or adults	HT decision School to inform local authority Reintegration meeting with parents upon return to school
Permanent Suspension	In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school	HT decision School to inform local authority

Dealing with an Incident

- 1) Avoid confrontation.
- 2) Distract the child by engaging in conversation or changing the task
- 3) Employ non-threatening body language and avoid being judgemental
- 4) Use a calm voice with positive language to defuse and de-escalate, reassure and support
- 5) Use the vocabulary of choice and consequences
- 6) When investigating the incident and considering consequences always establish facts through initial discussion and listen to all parties

Fresh Start

Although persistent or serious misbehaviour needs appropriate consequences, every child should feel that each session is a fresh start. There are three sessions a day: before break, between break and lunch, post lunch. At the beginning of each session each child has a fresh start and turns their card to green.

Suspensions

These will be decided by the Headteacher (or another member of the SLT if acting in that role). Suspensions are used to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed. The ultimate consequence is permanent suspension. suspension, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct:

- Attack on children;
- Attack on staff;
- Persistent defiance;
- Serious threatened violence against another child or member of staff;
- Verbal abuse to staff;
- Verbal abuse to children;
- Indecent behaviour ;
- Serious damage to property;
- Misuse of drugs;
- Theft;
- Sexual abuse or assault;
- Arson;
- Unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the child's behaviour;
- Bullying;
- Carrying an offensive weapon*

(* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."). These instances are not exhaustive but indicate the severity of such offences. There may be other situations where the Headteacher makes the judgement that suspension is an appropriate consequence.

If a fixed-term suspension, or consecutive fixed-term suspensions exceed 5 school days, the school is obliged to provide suitable alternative education for the pupil.

Permanent suspension

A decision to exclude a child permanently is a serious one and will only be taken:

- In response to persistent breaches of the school's Behaviour and Anti-Bullying Procedure. Permanent suspension may be the final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
- In response to a serious breach of the school's Behaviour and Anti-Bullying Procedure, where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a child for a first or 'one off' offence.
- Where allowing the child to remain in school would seriously harm the education or welfare of themselves, other children, staff or any others.

The school will consider police involvement for any of the above offences. For permanent suspensions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the

suspension. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority.

Role of the Local Committee in Permanent suspension

The Local Committee has a duty to consider parents' representations about an suspension. The Local Committee may delegate its functions with respect to the consideration of an suspension decision to a designated sub-committee consisting of at least three members. The Local Committee must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the suspension if:

- the suspension is permanent;
- it is a fixed period suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

Independent Review Panel

If applied for by parents within the legal time frame, the school must, at their own expense, arrange for an independent review panel hearing to review the decision of the local committee not to reinstate a permanently excluded pupil. The legal time frame and the full procedure are set out in the guidance 'suspension from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to suspension 2012' and are summarised below: The legal time frame for an application is within 15 school days of notice being given to the parents by the local committee of their decision to uphold a permanent suspension or where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the suspension. Any application made outside of the legal time frame must be rejected by the school. The local school must not delay or postpone arranging an independent review panel where parents also make a claim of discrimination in relation to the suspension to the First-tier Tribunal (Special Educational Needs and Disability) or the County Court. Parents may request an independent review panel even if they did not make a case to, or attend, the meeting at which the local committee considered the suspension. Parents have a right to request the attendance of a SEN expert at a review, regardless of whether the school recognises that their child has SEN. If requested by parents in their application for an independent review panel, the Trust must appoint a SEN expert to attend the panel and cover the associated costs of this appointment. The school must take reasonable steps to identify a date for the review that all parties are able to attend. However, the review must begin within 15 school days of the day on which the school received the parent's application for a review (panels have the power to adjourn a hearing if required). The school must arrange a venue for hearing the review, which must be in private unless the panel directs otherwise. Where the issues raised by two or more applications for review are the same, or connected, the panel may combine the reviews if, after consultation with all parties, there are no objections.

Exercise of discretion

In reaching a decision about suspension, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is inappropriate. In considering whether permanent suspension is the most appropriate consequence, the Headteacher will consider:

- a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of conduct;
- b) the effect that the child remaining in the school would have on the education and welfare of other children and staff.

Individual Education Plans

To help achievement, we support individuals with particular needs, both short and long term. This provision is not mutually exclusive; users at any time may need more than one form of support. Often a child's poor behaviour is a result of difficulties they are experiencing. If the causes of the behaviour can be identified and appropriate support provided, the behaviour may be improved and the barriers to learning removed. All children on the SEND Register have an Individual Education Plan. Where a child's needs may be impacting on their behaviour, this is reflected in the IEP, which identifies strategies and/or interventions to support the child.

Reasonable Force

Staff may use reasonable force if necessary in line with DfE 'Use of Reasonable Force' Guidelines 2013. The term 'reasonable force' covers a broad range of actions that involve a degree of physical contact with children. This force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom. Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child. All members of

school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control children or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used. (Section 93, Education and Inspections Act 2006)

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a child behaving in a way that disrupts a school event or a school trip or visit.
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.
- restrain a child at risk of harming themselves through physical outbursts.

Staff using force should do so in accordance with the Department for Education's guidelines: 'Use of Reasonable Force'.

Power to search children without consent

In addition to the general power to use reasonable force described above the Headteacher (or another member of the SLT if acting in that role in their absence) can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence;
- any article that may cause personal injury or damage to property.

Power to search children with consent

Staff can search children with their consent for any item and can seize any item found as a result of a search which they consider harmful or detrimental to school discipline. They are not required to have formal written consent from the child for this sort of search. It is enough for the teacher to ask the child to turn out their pockets or if the teacher can look in the child's bag or locker and for the child to agree.

A child refusing to cooperate with such a search raises the same kind of issues as where a child refuses to stay in a classroom or refuses to stop any other unacceptable behaviour when instructed by a member of staff. In such circumstances staff may apply an appropriate consequence.

Jurisdiction

The school has the power to discipline children for misbehaving outside of the school premises to such an extent as is reasonable. In line with the Behaviour and Anti-Bullying Procedure the Headteacher may discipline children for misbehaviour when the child is: taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a child at the school.

The school may also discipline misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another child or member of the public;
- could adversely affect the reputation of the school.

Anti-Bullying

Children and young people have many rights and one of them is the right to be safe. We value and work towards the emotional health and wellbeing of all children and young people. We aim to create a climate of respect where anti-social and bullying behaviours are not accepted or tolerated. We work towards reducing bullying, harassment and anti-social behaviour.

- Bullying is wilful behaviour (physical or emotional) which repeatedly and purposely aims to hurt, intimidate, frighten, harm or exclude another individual or group.
- Harassment is intentional threatening or disturbing behaviour. It is the unwanted conduct on grounds of race, gender, sexual orientation, which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It is commonly understood as behaviour intended to disturb or upset, and it is characteristically repetitive.
- Anti-social behaviours are actions that harm or lack consideration for the well-being of others.

Bullying can take many forms including racist, homophobic, gender and cyber bullying.

There are three common aspects of bullying:

- a. it consists of deliberately hurtful behaviour,
- b. it occurs repeatedly over a period of time,
- c. It is difficult for those being bullied to defend themselves.

We explain to children that:

- Bullying is when a person or persons repeatedly use words, strength or actions to hurt them and make them unhappy.
- A bully is someone who deliberately uses words, strength or actions to hurt someone when they know they cannot or will not stop them.

The Effects of Bullying on Mental Health

Bullying has affected children and teens for generations. The effects of which extend beyond the victim to bystanders who witness it and the bullies themselves.

Therefore, as a school, we recognise the emotional and mental impact of bullying or peer on peer abuse to the victim as well as the perpetrator, and so offer in-house nurture or counselling in return to attempt to counteract and negate the mental health.

All staff are alerted to the signs of bullying and children are encouraged to tell their class teacher or other adults working in the school. This is shared in confidence with other staff. Teachers always take bullying seriously and deal firmly with such behaviour. If a child persists in bullying, the formal consequences outlined earlier in this procedure will be brought into play. The ultimate consequence of bullying could be permanent suspension. Victims of bullying will be re-assured, offered further support and their parents involved if necessary.

Anti-Bullying Procedures

Staff will:

- Investigate reported bullying incidents thoroughly and talk to those involved, witnesses and appropriate staff;
- Record the incident;
- Respond to the child concerned by;
- Listen actively;
- Offer support and strategies to deal with unacceptable behaviour;
- Protect the child and ensure their safety as and when necessary;
- Involve parents if necessary;
- Involve external agencies to support the child as appropriate;

A Pastoral Support Plan may be required.

Respond to the child who bullied by;

- Ensuring he/she recognises his/her behaviour and how it affects others;
- Applying appropriate consequences;
- Guiding, supporting, advising and offering strategies to change behaviour;
- Considering whether the bullying behaviour reflects an unmet need of the bully;
- Encouraging him/her to take responsibility for actions and help them to make amends;
- Involving parents;
- Prevent further situations by providing opportunities for children/young people to explore the issues
- Review the situation with the child or young person and parents and others, throughout the investigation and afterwards.
- Review policies and procedures - consider changes that can be made to environment, groupings, rules and codes of conduct etc.
- Monitor the situation;
- Provide opportunities for children and young people to say how safe they feel and if the procedure is working;

St Mary Cray Primary Academy Anti-Bullying Charter

Children and young people are encouraged to report bullying and discrimination.

Children and young people who are victims of bullying and harassment are given support. The anti-bullying procedure is regularly reviewed and monitored.

Action is taken to challenge and reduce bullying and discrimination and other anti-social behaviour by children and young people.

Agencies provide training, advice and support to staff to help to identify, prevent and manage bullying and harassment.

There is a commitment to working with other agencies to support a child and young person to minimise bullying and its impact.

There is regular monitoring of incidents of bullying and harassment

Useful Contacts and Websites

Anti-Bullying Alliance – resources for schools. Anti-Bullying Alliance | Resources, information and links

Childnet resources for primary and secondary school, children and young people, teachers and parents. www.childnet-int.org.

Bullying UK a leading anti-bullying charity www.bullying.co.uk

Bullying Online information about online and cyber bullying and how to stop it. www.bullyingonline.org

Parentline Plus information for parents on various topics including bullying. www.parentlineplus.org.uk. 0808 800 2222

ChildLine a free helpline for children and young people, where they can discuss any problem. 0800 1111

Kidscape aims to prevent bullying and child sexual abuse. www.kidscape.org.uk.

Teachernet: resources for schools staff. www.teachernet.gov.uk.

LB Bromley London Borough of Bromley | Homepage